PSYCHOLOGICAL CAPITAL, HARDINESS AND PARENTING STYLE AS PREDICTORS OF PSYCHOLOGICAL WELL-BEING AMONG COLLEGE STUDENTS

A

SYNOPSIS

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INTRODUCTION

The student of today lays the foundation stone of future society. Students with psychological difficulties have a myriad of problems that interfere with their ability to participate in their classrooms, including feelings of despair, exhaustion, problems with functioning, rumination, lack of sleep, and poor sleep quality. Students with good well-being will thrive in higher education. They are more likely to stay in a provider, academically succeed and enjoy themselves. Students with strong psychological well-being are able to participate in activities that interest them, have optimism about the future.

Feelings of well-being are fundamental to the overall health of an individual, which allows him to successfully overcome difficulties and achieve what he wants from life. Psychological well-being is beneficial for adults living a healthy life, which makes it an important aspect of life in the college years. (Molina-Garcia, Castillo, & Queralt 2011). The school as a formal agency of education has certain goals usually referred as academic goals, practical goals concerned with meaningful living in a complex society along with a set of emotional and moral goals. Apparently, parenting style directly contributes towards growth and development of children and adults including their education, overall health and well-being. Parenting is a commitment and passionate work that takes care and bringing up (nurtures) of children. Moreover, a parenting style consists of two fundamentals namely the parental responsiveness and the demandingness of parenting which lead to a typology of four parenting styles i.e. democratic, authoritarian, authoritative, and uninvolved. A key principle of parenting has been linked to the belief that if caring and concerned adults are available to young people, youth will be more likely to become successful, fully functioning adults. A research study conducted by Jafri (2017) examined the relationship between parenting styles and psychological capital on undergraduate students. The study was carried out on 210 commerce and business students of Bhutan. The results revealed a positive and significant association between parenting styles and psychological capital. It was found that responsive and autonomy-granting parents have

significant impact on the growth of psychological capital. Psychological Capital is closely associated with subjective well-being and emotions. A growing number of research witnessed positive impact of hope on subjective well-being and psychological well-being (Davidson, Wingate, Rasmussen, & Slish, 2009). Additionally, for improving subjective well-being, it is essential to understand human needs. It is still not clear how the impact of hope on subjective well-being may be affected by needs. Werner (2012) demonstrated that hope and needs act as the predictors of subjective well-being. Furthermore, it was found from the results of the study that hope has a strong and direct effect on subjective well-being and it was found that it is a stronger predictor of subjective well-being. One of the personality variables that are related to psychological well-being is hardiness. Hardiness as a constellation of attitudes, beliefs, and behavioral tendencies that consist of three parts: commitment, control, and challenge. Rizvi (2016) conduct a research study of relationship between hardiness and psychological well-being in university students. The study sample consists of 400 students studying in different departments of the University of Kashmir. The results of the study revealed that hardiness is significantly and positively correlated with all six dimensions of psychological well-being viz Autonomy (r = 0.22), Environmental Mastery (r = 0.27), Personal Growth (r = 0.20), Positive Relation with Others (r = 0.12), Purpose in Life (r = 0.21), Self-Acceptance (r = 0.26).

PSYCHOLOGICAL CAPITAL

Psychological capital is the positive psychological state of evolvement of an individual that is characterized by: (1) being confident (efficacy) to continue and the ability to make the necessary effort to achieve and succeed in challenging tasks; (2) make a positive attribution (optimism) of achievement in the present and in the future; (3) deterministic towards the goals and, when necessary, generate other ways towards the goals (hope) to achieve them; and (4) when surrounded by problems and adversities, coping with and bouncing beyond all that (resilience) to achieve success (Luthans, Youssef, & Avolio, 2007).

A research study conducted by Afzal, Atta and Malik (2016), examine the role of positive psychological capital in prediction of emotions and subjective wellbeing among adolescents. Multiple regression demonstrated Psychological capital as a positive predictor of positive emotions and inverse predictor of negative emotions. Further, multiple regression analysis portrayed that resilience; hope and optimism were positive predictors of subjective well-being. Karmakar (2016) conducted a research study of relationship between perceived parenting style and psychological capital in Khasi and non-Khasi adolescents. The sample consists of 160 Khasi and 185 non-Khasi adolescents studying at high schools of East Khasi Hills district of Meghalaya and Kolkata district of West Bengal. The results revealed that dimensions of positive psychological capital vary with respect to culture and the effect of culture is prominent among adolescent boys. Non-Khasi adolescent boys are significantly higher on positive psychological capital dimensions than their Khasi counterparts. Adolescents who perceive their parents as high on authoritarian dimension display lower level of Positive psychological capital and its dimensions while those perceive their parents as high on authoritative style score higher on positive psychological capital and its dimensions.

PSYCHOLOGICAL HARDINESS

The hardiness construct was first presented by Kobasa (1979), who defined it as a resistance resource in the encounter with stressful situations. It is considered as a pattern of personality characteristics involving three interrelated nature - commitment, control, and challenge. Kobasa and Maddi (1982) identified that a hardy person is very resistant to mental pressure and stressful situations, and that he or she may even accept such situations because of the belief that these situations are essential for development in life. Dimension of control is defined as a tendency to believe and act as if one can influence the life events through one's own effort. Commitment refers to the tendency to involve oneself in the activities in life and have a genuine interest in and curiosity about the activities, things and other people, while challenge refers to the belief that changes in life are opportunities for personal growth.

Figure-1 shows the three key features of psychological hardiness. The first feature of hardiness is control that indicates, the hardy person do not become helpless in problematic conditions. Instead, they strive to gain control of what they can by taking action. The second C of hardiness is commitment. A hardy person has a deep sense of commitment to their values, beliefs, sense

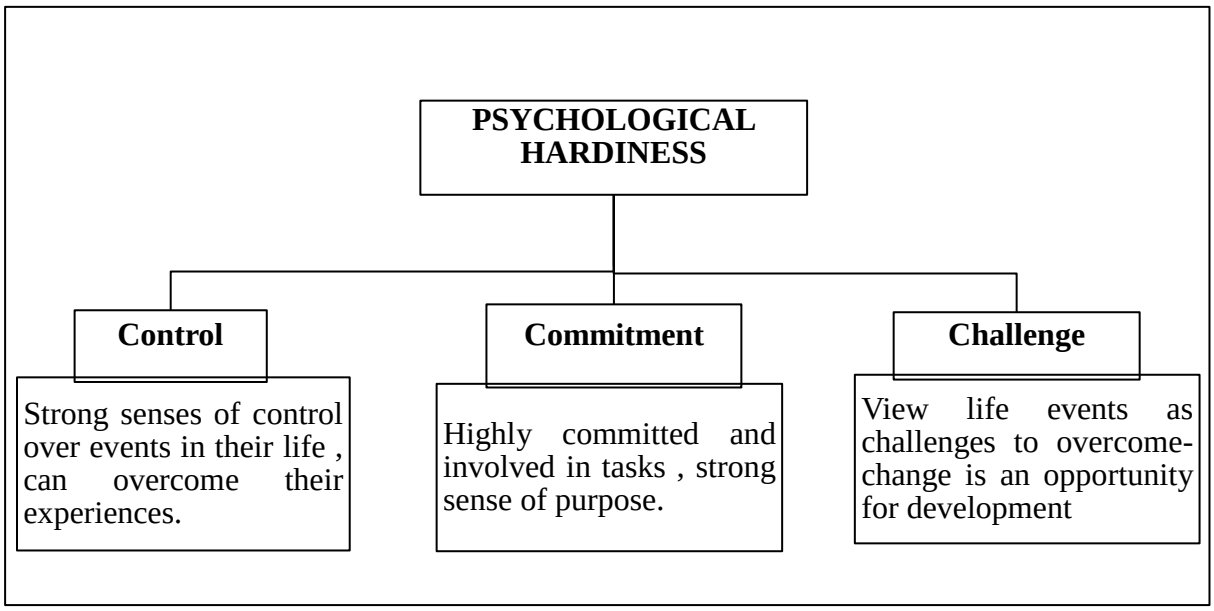

PSYCHOLOGICAL HARDINESS
Control
Strong senses of control over events in their life , can overcome their experiences.
Commitment
Highly committed and involved in tasks , strong sense of purpose.
Challenge
View life events as challenges to overcome-change is an opportunity for development

Fig.-1: Three C's of psychological hardiness

of identity, work and family life. Challenge is third C of hardiness. Psychologically hardy persons see difficulties as challenges rather than threats. Seeing problematic situations as a challenge mobilizes our resources to face it and encourages us to look for the possibilities of successful outcomes.

Individuals high on hardiness try to influence the outcomes of the life events, are actively engaged in them and, not withstanding their positivity or negativity, try to learn something out of them. On the other hand, individuals with low hardiness will be more likely to withdraw from some circumstances of life and perceive them as more threatening (Maddi, 1999).

Various researches have reported that individuals with high hardiness are more likely to report happiness, life satisfaction and good mental and physical health (Delahaij, et. al., 2010; Cunningham & Rosa 2008; Schreurs, et. al., 2010). On the other hand, other studies have reported that people with low hardiness are more likely to report mental disorders such as depression, anxiety, and stress (Eschleman, et. al., 2010). Kaur (2017)

conducted a comparative study of psychological hardiness among adolescents in relation to some demographic variables. A sample of 200 adolescent (100 Boys, 100 Girls) from different government and private secondary schools of Ludhiana District were randomly selected. The results showed no significant difference between mean scores of urban and rural adolescents on the variable psychological hardiness. The study revealed a significant difference between mean scores of private and government school adolescents on the variable psychological hardiness.

PERCEIVED PARENTING STYLE

In the 1960,s Baumrind noticed that preschoolers exhibited distinctly different types of behavior. Each type of behavior was highly correlated with a specific type of parenting. Baumrind's classification of parenting styles is known as "Baumrind's parenting typology". She found four basic components that can help to form a successful parenting: responsiveness vs. unresponsiveness and demanding vs. undemanding. Parental responsiveness refers to the degree to which the parent responds to the child's needs in a supportive and accepting manner. Based on detailed, interviews, observations and analyses, three different parenting styles were identified: Authoritative, authoritarian and permissive parenting styles. Parenting style represents standard approaches that parents use in nurturing their children. The quality of parenting may be more essential than the amount of time spent with the child. The first theoretical tripartite model of parenting style was suggested by Baumrind (1966, 1967 & 1973). Maccoby and Martin (1983) elaborated the parenting styles by Baumrind- by placing the styles in two diverse categories: demanding and undemanding. With these distinctions, four new parenting styles were defined:

Table-1: Maccoby and Martin's (1983) four parenting styles

TYPES OF PARENTING STYLE		
DIMENSIONS	**DEMANDING**	**UNDEMANDING**
RESPONSIVE	Authoritative / Democratic	Permissive / Indulgent
UNRESPONSIVE	Authoritarian / Autocratic	Neglectful / Uninvolved

According to Baumrind parents should not be punitive or aloof. Rather, they must develop rules for their children and be affectionate to them. These parenting styles are intended to describe normal variations in parenting, not deviant parenting, such as might be observed in abusive homes. **Democratic Parenting Style-** Democratic parenting style is also known as authoritative parenting style characterized by an optimum balance of responsiveness and demandingness (Table-1). Democratic parents are warm but firm. Such parents engage their children in discussions and debates. They encourage their children to be independent while they have limits and controls over their actions.

Autocratic Parenting Style – Autocratic parenting style refers to a rigid parenting style also known as the authoritarian parenting style. Such parenting style is marked by parental behaviors that are highly restrictive and very demanding (Table-1). They insist their children to follow parental directions and orders without asking any question. This type of parenting has its benefits, but the child of autocratic parents may suffer adverse effects such as low self-esteem.

Permissive Parenting Style- A parenting style characterized by non-restrictiveness and high levels of responsiveness (Table-1) is known as permissive parents. Permissive parents are very warm, but undemanding. They are passive and indulgent and child is allowed to make many important decisions without parental input.

Uninvolved Parenting Style- The type of parenting which is low in both aspects (i.e. the degree of responsiveness and demandingness) is known as uninvolved parenting style (Table-1). They minimize their interaction time and in some cases, are uninvolved to the point of neglectful. Such parents are indifferent to their child's needs, situations, or experiences at inside the school or society.

Lavasani, Borhanzadeh, Afzali and Hejazi (2011) studied the relationship between perceived parenting styles, social support on psychological well-being. Results revealed that perceive of authoritarian (-0.24, $p<.01$) and permissive parenting style (-0.20, $p<.01$) shows significantly, negative relative with psychological well-being. Although authoritative parenting (0.06) style don't predict psychological well-being.

So the Parenting style refers to the style in which parents guide their children and regulate their behavior. Parenting style is an important factor that contributes student's psychological well-being and personality characteristics.

PSYCHOLOGICAL WELL-BEING

Psychological health of the individual depends on his positive functioning in certain aspects of his life. Well-being is one of the most important goals which individuals as well as societies strive for. Psychological well-being is the subjective feeling. It includes fulfillment, happiness, satisfaction with life's experiences and one's role in the word of work, utility, belongingness, and dissatisfaction. These things are difficult to assess objectively, therefore the emphasis is on the term "subjective" well-being. It may well be maintained in adverse circumstances and conversely, may be lost in favorable situation. It is related to but not dependent upon the physical/ psychological condition. The term psychological well-being includes satisfaction, efficiency, sociability, mental health and interpersonal relations.

Life Satisfaction –Life satisfaction is the way people present their emotions, feelings and how they feel about their instructions and choices for the future.

Efficiency – Efficiency is the ability to do things well, successfully and without waste money, time, energy etc.

Sociability – Sociability is the personality trait, the ability to be fond of the company of others, people who are sociable potentially seek the opportunity of social contacts with others. The tendency or relative disposition to be sociable or to associate with the partners.

Mental Health – Mental health is a term used to describe a level of cognitive or emotional well-being or the absence of a mental disorder. Good mental health describes a state of well-being in which a person can confront daily events, think clearly, be responsible for challenges, and have a good relationship with others.

Interpersonal Relations – An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association can be based on love and liking, regular business interactions, or some other kinds of social commitment.

Shakarmi, Davarniya, Zahrakar and Hosseini (2014) examined the predictive role of psychological capital, hardiness and spiritual intelligence in student's psychological well-being. The results showed that the psychological capital, hardiness and spiritual intelligence predicted 58.8% of chances in student's psychological well-being

Youths are considered as an asset for any society. The advancement of any society also lays on the shoulders of this youthful age, their accomplishments in different fields and balanced personality. So the present study is taken to study about the psychological capital, psychological hardiness, perceived parenting style, and psychological well-being among college students.

METHOD

STATEMENT OF THE PROBLEM

To study the inter- relationship among psychological capital, psychological hardiness, perceived parenting style, and psychological well-being among college students.

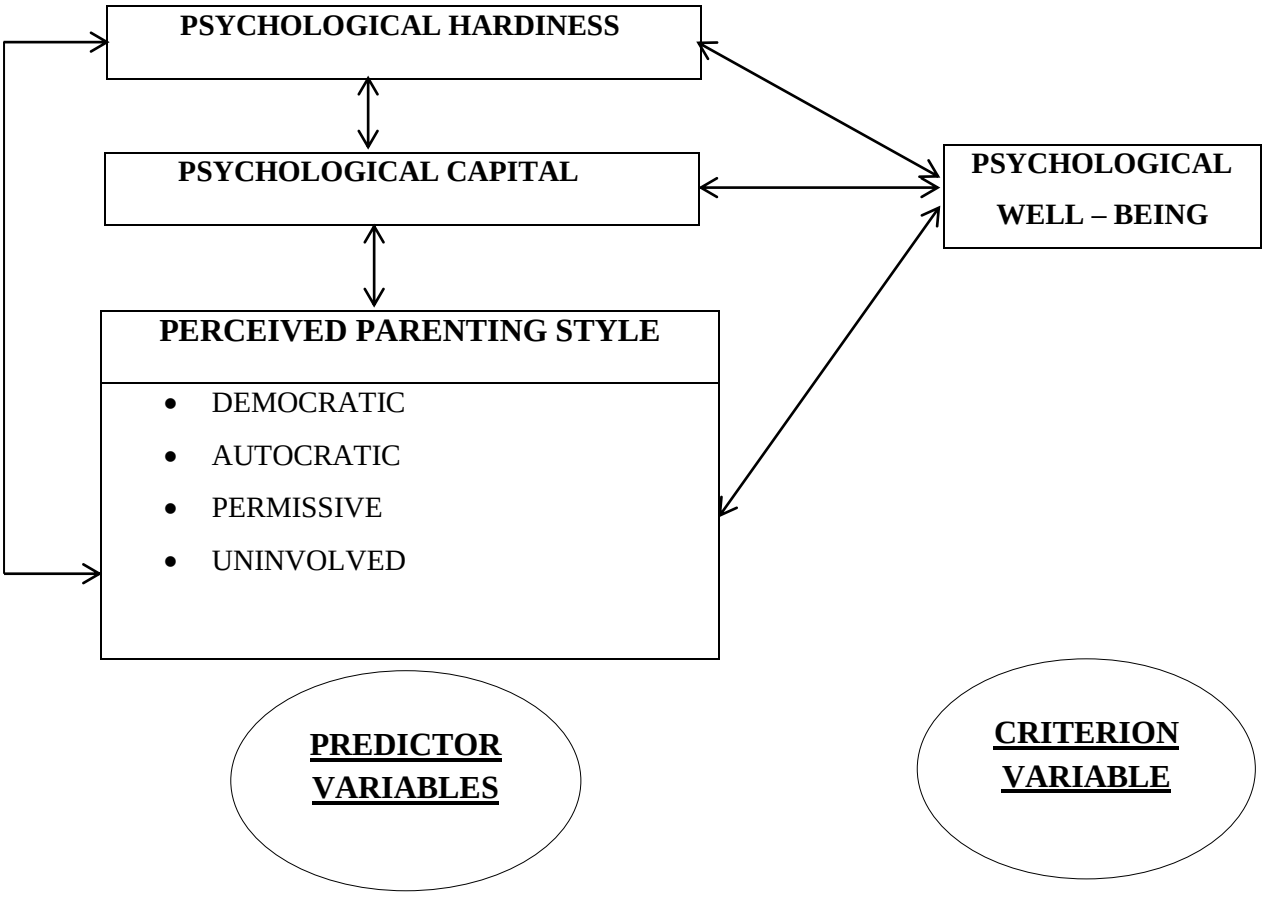
JUSTIFICATION OF THE STUDY

In this busy world tension, stress, depression has arisen as major problem even in students. It affects even the studies of students. Different factors affect the life satisfaction, sociability, mental health and interpersonal relationship of students such as hope, efficacy, resilience, optimism etc. Achievement of students depends on their psychological hardiness. Some students are stressful, some are normal, some are high achievers and some are low achievers. Some take the stress in a healthy way and some get depressed. In such situations it becomes important to understand student's positive and negative traits. Psychological well-being suggests to people assess their livings. Parenting styles provide a robust indicator of parenting functioning that predicts child well-being across a wide spectrum of environments and across diverse communities of children. Parenting style has also been found to predict child well-being in the

domains of social competence, academic performance, psychosocial development and problem behavior. Hoghuighi and Long (2004) pointed out that the outcome of a positive parenting is a healthy and thriving student.

Psychological capital is tremendous and there is a large scope for future research to fill the gaps in research of psychological capital. Since the beginning, human beings have always questioned the things that make them happy, and on what basically happiness of people depends. Therefore, with the objective to study inter-relationship among psychological capital, psychological hardiness, parenting style and psychological well-being among college students, the present research study has been carried out. So this study would be of importance as it would help to find out the contribution of Psychological hardiness, various type of parenting style and psychological capital, in determination of psychological well-being among college students and how do these variables relate with each others . Present study also will be of great help for the teachers, parents and administrators in a way to emphasize psychological aspect of the students.

CONCEPTUAL FRAMEWORK



Conceptual framework is showing the contribution of psychological capital, psychological hardiness and various types of Parenting styles on psychological well-being and also showing the interconnection among the predictors.

OBJECTIVES OF THE STUDY

1. To study the relationship of psychological well-being with psychological capital, psychological hardiness, perceived democratic, autocratic, permissive and uninvolved parenting style among college students.
2. To study the relationship of psychological capital with psychological hardiness, perceived democratic, autocratic, permissive and uninvolved parenting style among college students.
3. To study the relationship of psychological hardiness with perceived democratic, autocratic, permissive and uninvolved parenting style among college students.
4. To find out the relative contribution of psychological capital, psychological hardiness, perceived democratic, autocratic, permissive, and uninvolved parenting styles in determination of psychological well-being.

HYPOTHESES OF THE STUDY

1. Psychological wellbeing would be positively related with psychological capital, psychological hardiness, perceived democratic parenting style and negatively related with perceived autocratic, permissive, uninvolved parenting style among college students.
2. Psychological capital would be positively related with psychological hardiness, perceived democratic parenting style and negatively related with perceived autocratic, permissive, uninvolved parenting style among college students.
3. Psychological hardiness would be positively related with perceived democratic parenting style and negatively related with perceived autocratic, permissive, uninvolved parenting style among college students.

4. Relative contribution of psychological capital would be much remarkable as compare to psychological hardiness, perceived democratic, autocratic, permissive and uninvolved parenting style towards psychological wellbeing among college students.

OPERATIONAL DEFINITION OF THE TERMS

1. **Psychological capital-** Psychological capital is positive strength of an individual. The concept is based on Gestalt psychology "whole is greater than sum of its parts". Psychological capital is a core construct for well-being and thriving. There are six dimensions of psychological capital such as: Self-worth, Self-efficacy, Resilience, Self-conscious, Positive attitude and Hope.

2. **Psychological hardiness**- According to Santrock (2006), Hardiness is a personality style, which is characterized by a sense of commitment (rather than alienation), and of control (rather than powerlessness) and a perception of problems as challenges(rather than threats)

3. **Perceived Parenting style**- Parenting style refers to the style in which parents guide their children and help them to regulate their behavior. It is a psychological construct having consistent pattern of parental behavior and attitudes with which parents interact and deal with their children rather than one single act that shapes a child behavior. In the same manner, perceived parenting styles defined as a perception of adolescents or children about styles of parental behaviors during the childhood.

- **Democratic parenting style-** Democratic parenting is the same as positive parenting. It is based on a 'give and take policy', where the children are given choices and they have the liberty to make decisions.
- **Autocratic parenting style-** Autocratic refers to a rigid parenting style also known as the authoritarian style. Parents with an authoritarian style have very high expectations of their children, yet provide very little in the way of feedback and nurturance.

- **Permissive parenting style-** Permissive parenting, also known as indulgent parenting, is a parenting style characterized by high responsiveness and low demandingness. Permissive parents are very responsive to the child's emotional needs. But they don't set limits.
- **Uninvolved parenting style-** Uninvolved parenting, sometimes referred to as neglectful parenting, is a style characterized by a lack of responsiveness to a child's needs. Uninvolved parents make few to no demands of their children and they are often indifferent, dismissive, or even completely neglectful.

4. **Psychological well-being-** The term psychological well-being (PWB) connotes a wide range of meanings, usually associated with wellness. Most studies in the past defined 'well ness' as not sick, as an absence of anxiety, depression or other forms of mental problems. The PWB includes meaning in life, absence of somatic symptoms, self-esteem, positive affect, daily activities, satisfaction, absence of suicidal ideas, personal control, social support, absence of tension, and general efficiency (Bhogle and Prakash, 1995).

SAMPLE

A purposive sample of 500 college students will be selected from the various colleges of Agra city. Both male and female students will be included. The age range is between 18 to 21 years.

DESIGN

In present research a correlation design will be used to study the relationship between psychological capital, psychological hardiness, perceived parenting styles and psychological well-being among college students.

VARIABLES

PREDICTOR VARIABLES

1. Psychological capital
2. Psychological hardiness
3. Perceived Parenting style

- Democratic
- Autocratic
- Permissive
- Uninvolved

CRITERION VARIABLE

1. Psychological well-being

CONTROL VARIABLE

1. Age- 18 to 21 years
2. Qualification- Undergraduate students
3. Subjects having any mental and psychological problem will be excluded of the sample.

TOOL USED

1. **Psychological Capital Scale -** Psychological capital scale developed by Naik and Khan (2018). It contains 26 items with five point likert type responses viz., ‘strongly disagree’, ‘disagree’, ‘neutral’, ‘agree’, and ‘strongly agree’. There are six dimensions: Self-worth, Self-efficacy, Resilience, Self-conscious, Positive attitude and Hope. It was standardized on youth. The composite reliability was found 0.62 to 0.76 and factorial validity was found 57.53% and construct validity was 0.59 to 0.81.

2. **Psychological Hardiness scale (PHS-SA)-** Psychological hardiness Scale developed by Singh (2008) . The scale has 30 items in three components- 1. Commitment, 2. Control, 3. Challenge. It was standardized on adults (18 years and above). The test - retest reliability was found to be0.862 and coefficient Alpha was found to be 0.792. This scale has also sufficient degree of content validity. The overall coefficient correlation was found to be 0.74.

3. **Parenting Style Scale (PSS-GMMD) –** Parenting style scale developed by Gupta and Mehtani (2017). The scale has 44 items measuring four types of parenting style- Democratic parenting style, Autocratic parenting style, Permissive parenting style and Uninvolved parenting style. It was administered on secondary, senior secondary and college students also. The test-retest reliability was found to be 0.911 and spilt-half reliability was found to be 0.795. The coefficient of correlation for different types of parenting style ranges from 0.508-0.819.

4. **Psychological Well-Being Scale (PWBS-SDCP) -** Psychological Well-Being Scale developed by Sisodia and Choudhary (2012) was used to measure psychological well-being among the participants. It contains 50 items measuring five dimensions (subscales) of well-being i.e. Life satisfaction, Efficiency, Sociability, Mental health, and Interpersonal relations. Each subscale has 10 items, each item with the five-point response category ranging from strongly agree to strongly disagree. High score indicates high psychological well-being. Norms for the scale are available for all the age groups. For the total well-being score, the internal consistency reliability coefficient reported to be .90 and the test-retest reliability reported to be .87 for the normative sample. The scale was validated against the external criteria and coefficient obtained was 0.94.

ANALYSIS OF DATA

Data will be analyzed by using the Product Moment Correlation Coefficient and Stepwise Multiple Regression Analysis will be formed to estimate the relative contribution of significant predictor variable (psychological capital, psychological hardiness and perceived parenting styles) in the prediction of criterion variable (psychological well-being).

Mediation and Moderation analysis will be used to assess the mediating and moderating role of various variables on psychological well-being and other required statistical technique will be used for data analysis.

PILOT STUDY

In order to find out the relative contribution of perceived parenting styles, psychological capital and psychological hardiness in determination of psychological well-being. The investigator has conducted a pilot study. A sample of 50 students of age group 18-21 years selected from the Agra city. The tool used for the study was Psychological Capital Scale, Parenting Style Scale, Singh Psychological Hardiness Scale and Psychological Well-being Scale. After statistical analyses the result showed that the Psychological capital ($r = 0.64$, $p<.01$), psychological hardiness ($r = 0.62$, $p<.01$) and perceived democratic parenting style ($r = 0.57$, $p<.01$) are positively correlated with psychological well-being. Autocratic and permissive parenting style is not significantly correlated with psychological well-being. There is significant negative relationship between uninvolved parenting style and psychological well-being ($r = -0.40$, $p<.01$). Further, regression analysis revealed that psychological capital (22%) was most significant predictor of well-being as compare to hardiness whereas perceived parenting style was found to be not significant predictor of well-being.

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